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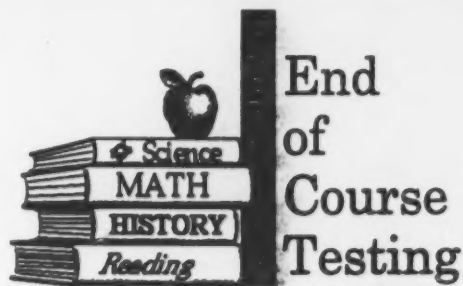
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ABSTRACT

The North Carolina Testing Program is based on the assessment of higher level skills, the skills required to solve problems and make informed choices and decisions. This guide explains the end-of-course tests that are a component of the Testing Program and provides information to interpret them. The end-of-course tests for high school students are aligned with the state's standard course of study and administered during the last 10 days of the course. Some forms of the Algebra I, English I, and U.S. History tests have been designated as "secure for local use" and are no longer considered secure for statewide use. Designating a form of the test for local use allows school systems to retest students after interventions, deliver staff development, and conduct research studies. For each item on a "secure for local use" form for these three subjects, this document provides the curriculum goal and objective from the state's "Standard Course of Study," the related thinking skill, the correct answer, and the p-value (percentage of students who responded correctly during the 1998 administration of the test). (SLD)

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Local Use Form
1997-1998



ED 425 180

Interpretive Guide for North Carolina End-of-Course Tests

Algebra I
English I
U.S. History

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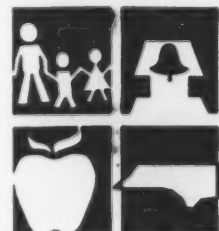
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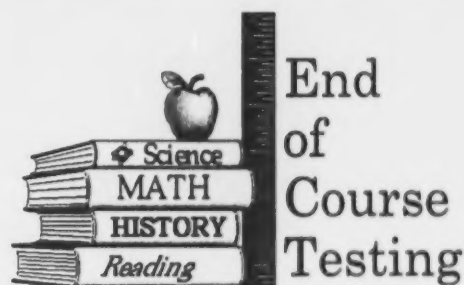
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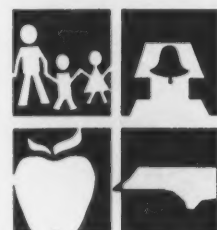
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Interpretive Guide for North Carolina End-of-Course Tests

Algebra I
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As we look towards the 21st Century, it is more important than ever that North Carolina students need to move far beyond the mastery of basic skills to the mastery of higher level skills. The term "higher level skills" refers to the thinking and problem solving strategies that enable people to access, sort, and digest enormous amounts of information. It refers to the skills required to solve complex problems and to make informed choices and decisions. It also refers to advanced communication skills that enable individuals to express and share what they know and to work well with others (North Carolina End-of-Grade Testing Program: Background Information, 1993, p. 1).

The North Carolina Testing Program is based on the assessment of these higher level skills. When properly administered and interpreted, these test results provide an independent, uniform source of reliable and valid information which enables

- *students* to know the extent to which they have mastered expected knowledge and skills and how they compare to others;
- *parents* to know if their children are acquiring the knowledge and skills needed to succeed in a highly competitive job market;
- *teachers* to know if their students have mastered grade-level knowledge and skills in the curriculum and, if not, what weaknesses need to be addressed;
- *community leaders and lawmakers* to know if students in North Carolina schools are improving their performance over time and how the students compare with students from other states or the nation; and
- *citizens* to objectively assess their return on investment in the public schools

(North Carolina Testing Code of Ethics, revised 1996).

Background

Based on a recommendation of the Compliance Commission, the North Carolina State Board of Education adopted a policy that designated one form of the North Carolina End-of-Grade Tests at each grade level as "designated for local use." This policy was adopted on May 1, 1997 and became effective on June 11, 1997.

The purpose of this policy is to provide local school systems with the ability to (1) retest students after remediation or focused intervention, (2) deliver staff development, and (3) conduct research studies. It is expected that the leadership of the local school system will determine how and the extent to which the tests will be used within the school system, and will abide by published guidelines and ethics associated with professional practices in the field of educational measurement.

As an extension of this policy, the NCDPI has decided to release some forms of the end-of-course tests. As of July 1, 1998, the forms of the North Carolina End-of-Course Tests described in Table 1 (see page 2) are designated as "secure for local use" and are no longer considered to be secure state tests.

Table 1. North Carolina End-of-Course Tests Designated as "Secure for Local Use".

Course	1997-1998
Algebra I English I US History	S M P

Other (secure) forms of the North Carolina End-of-Course Tests used to measure student performance *may not* be substituted for the aforementioned forms. Use of the other (secure) forms of the tests for purposes other than state-directed accountability programs constitutes a breach of test security.

Description of Tests

The North Carolina End-of-Course Tests were developed by the North Carolina Department of Public Instruction in conjunction with the L.L. Thurstone Psychometric Laboratory at the University of North Carolina at Chapel Hill and the North Carolina Technical Advisory Group. The tests were developed for use as achievement tests to measure the acquisition of specific subject-area content knowledge and skills. The purpose of these tests is twofold: (1) to improve student performance on the knowledge and skills specified in the North Carolina *Standard Course of Study*; and (2) to hold schools, school systems, and the state accountable for the education of students on the knowledge and skills specified in the North Carolina *Standard Course of Study*. Both norm-referenced (where the frame of reference is a specified population of students) and criterion-referenced (where the frame of reference is a specified content domain) interpretations of the test scores support the purpose of the North Carolina End-of-Course Tests.

The end-of-course tests are aligned with the revised North Carolina *Standard Course of Study* and emphasize higher level thinking skills—students are expected to have knowledge of important ideas and concepts; understand and interpret events; apply knowledge, skills, and concepts; and make connections. While knowledge of facts and concepts is important, the questions on the tests are typically at a broader level and concern major ideas that students are expected to know to be considered literate. In addition to being asked to solve problems, students are asked “how” to solve a problem or “what strategy should be used” to solve a problem. Better students are able to take responsibility for their own learning. They develop an awareness of their own thinking, including attitudes, habits, and dispositions.

The North Carolina End-of-Course Tests of Algebra I, English I, and US History are administered during the last ten days of the course (see Table 2). While the tests are designed to assess subject area skills and knowledge associated with the specific course, other content areas are integrated into the assessments—the textual analysis part of the English I test includes social studies passages and the reading and interpretation of graphs and charts; the Algebra I test incorporates science and social studies data and experiments as sources of data; and the US History test incorporates literature through the analysis of the impact of authors and their works on the political and social events of the time.

Table 2. Administrative information for the North Carolina End-of-Course Tests.

Course	Amount of Testing Time	Number of Items on Each Form
Algebra I	110	81 51-Calculator-Inactive 30-Calculator-Active
English I	110	72 30-Editing 42-Textual Analysis
US History	110	100

Algebra I

The North Carolina End-of-Course Test of Algebra I assesses three broad areas of the curriculum:

- basic operations, equations, and inequalities;
- functions and graphing; and
- polynomials and non-linear equations.

The EOC test consists of two parts defined by the use of a calculator; students are expected to have access to a graphing calculator during Part 2 of the test. At the student level, the two parts of the test are combined to produce one score. The test is aligned with the North Carolina *Standard Course of Study* for Algebra I (1992) and scores are reported in terms of scale scores, percentiles, and achievement levels.

Part 1 of the test focuses on the student's knowledge of specific procedures. For example, the students are expected to solve systems of equations by using the addition-and-subtraction method. The focus of the items written for this objective are on the application of the particular method to solve the problems, not just the solution.

Part 2 of the test focuses on problem-solving and assesses a student's ability to apply mathematical principles, solve problems, and explain mathematical processes. Problems are typically posed as real situations that students may have encountered, but are not always simple in nature (e.g., quadratic or exponential functions in science). Students are allowed to use calculators on this part of the test. These items tend to require more reading than found on typical multiple-choice tests of mathematics.

English I

The North Carolina End-of-Course Test of English I consists of two parts—editing and textual analysis. At the student level, the two parts of the test are combined to produce one score. The test is aligned with the North Carolina *Standard Course of Study* for English I (1992) and scores are reported in terms of scale scores, percentiles, and achievement levels.

Part 1 of the test focuses on editing and revising for English conventions. This part of the test is presented as a "peer editing" task (students are told that the passages represent drafts of student essays); students are asked to edit short essays for sentence formation, usage, mechanics, and spelling. Words or phrases that may or may not contain an error are underlined and students are asked to choose from three possible corrections or "Make no change."

Part 2 of the test focuses on textual analysis. On this part of the test, students are asked to read four to five passages representing various genres, including literary, informational, and practical passages. Some of the passages may be visual "texts" such as political cartoons, maps, works of art, or advertisements. Then the students are asked to answer questions in which they must analyze the text using literary terms and elements. Some items also assess a student's ability to read and comprehend written material that is appropriate in terms of difficulty and content. The test assesses a student's ability to use strategies which enhance reading comprehension including acquiring, interpreting, and applying information; and reading for critical analysis and evaluation.

The reading passages on the test are chosen to reflect the variety of reading done by students in and out of the classroom. The passages tend to be longer and more complete (compared to those typically found on standardized achievement tests) and have a high interest level for students. The variety of passages on each form allows for the assessment of reading for various purposes: for literary experience, to gain information, and to perform a task.

US History

The North Carolina End-of-Course Test of US History is aligned with the North Carolina *Standard Course of Study* for US History (1991 and 1996) and scores are reported in terms of scale scores, percentiles, and achievement levels.

On the test students are expected to have knowledge of important ideas and concepts, understand and interpret events in history, and connect historical people and events across time. Some of the items ask the students to analyze primary and secondary source documents. In a US History course students learn about the economic, social, and political events that have impacted our nation during the past three centuries and understand how each of these trends have shaped our nation today.

Test Specifications

The content validity of the item pools was defined through a number of operations. First, the specifications for the Algebra I, English I, and US History item pools were defined. Working with groups of educators—NCDPI curriculum specialists, teachers, administrators, university professors, NCDPI testing consultants, the North Carolina Testing Commission, and others—test specifications were established for each of the content areas assessed. The definition and refinement of the content specifications for the tests were continual processes.

Achievement test items can be classified along several dimensions. Two dimensions used to classify items for the end-of-course tests are *difficulty level* and *thinking skill level*.

Difficulty level describes how hard the item is. Easy items are ones that about 70% of the examinees would answer correctly. Medium items are ones that about 50% to 60% of the students would answer correctly. Finally, hard items are ones that only about 20% or 30% of the students would answer correctly.

The other classification dimension, thinking skill level, describes the cognitive skills that a student must employ to solve the problem. One item may ask a student to classify several passages based on their genre (thinking skill: organizing); another question may ask the students to select the best procedure to use for solving a problem (thinking skill: evaluating).

In order to classify items by the thinking skill required, a framework to describe thinking skills must be used. The thinking skills framework used with the end-of-grade tests is from *Dimensions of Thinking* by Robert J. Marzano and others (1988). Many similar frameworks exist (for instance, that of Bloom), but *Dimensions of Thinking* was adopted by the North Carolina Department of Public Instruction in framing the revised *Standard Course of Study*. *Dimensions of Thinking* was developed through a collaborative process involving leading national experts in "thinking skills." The framework reflects current thinking in cognitive psychology, education, and philosophy. It provides a practical framework for curriculum development, instruction, assessment, and staff development.

A visual representation of the framework and a brief description of each of the dimensions of thinking are presented on the following pages. The framework should be a useful reference for curriculum development, instructional design, and in-service training.

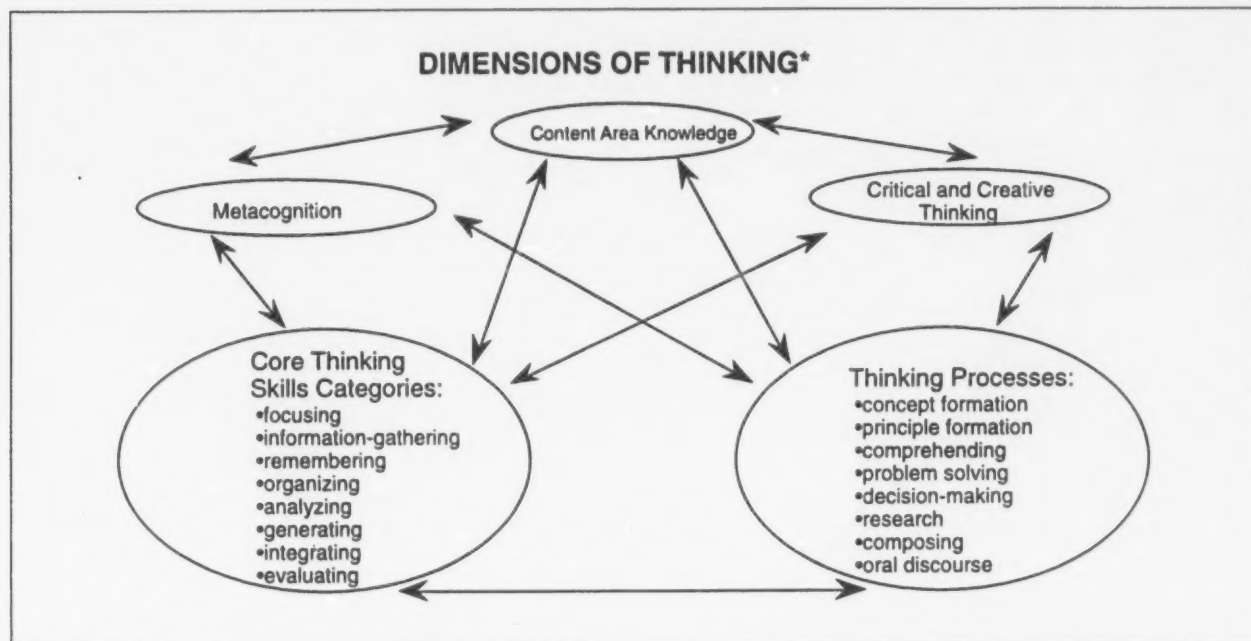


Figure 1. Thinking skills framework used with the North Carolina End-of-Grade Tests (*adapted from Robert Marzano et al., *Dimensions of Thinking*, 1988).

Metacognition Metacognition refers to awareness and control of one's thinking, including commitment, attitudes, and attention.

Critical and Creative Thinking The terms "critical" and "creative" thinking are ways of describing how we go about thinking. The two are not opposite ends of a single continuum—rather, they are complementary.

1. *Critical thinking* is "reasonable, reflective, thinking that is focused on deciding what to believe or do." Critical thinkers try to be aware of their own biases, and try to be objective and logical.
2. *Creative thinking* is "the ability to form new combinations of ideas to fulfill a need" or to get "original and otherwise appropriate results by the criteria of the domain in question."

Thinking Processes A thinking process is a relatively complex sequence of thinking skills.

1. *Concept formation*: organizing information about an entity and associating that information with a label (word).
2. *Principle formation*: recognizing relationships between or among concepts.
3. *Comprehending*: generating meaning or understanding by relating new information to prior knowledge.
4. *Problem solving*: analyzing and resolving a perplexing or difficult situation.
5. *Decision-making*: selecting from alternatives.
6. *Research*: conducting scientific inquiry.
7. *Composing*: developing a product which may be written, musical, mechanical, or artistic.
8. *Oral discourse*: talking with other people.

Core Thinking Skills A thinking skill is a relatively specific cognitive operation that can be considered a "building block" of thinking. Items are classified by the following skills because they: (1) have a sound basis in research and theoretical literature, (2) are important for students to be able to do, and (3) can be taught and reinforced in school.

Knowledge (1)

Focusing Skills—attending to selected pieces of information and ignoring others.

1. *Defining problems*: clarifying needs, discrepancies, or puzzling situations.
2. *Setting goals*: establishing direction and purpose.

Information-Gathering Skills—bringing to consciousness the relevant data needed.

3. *Observing*: obtaining information through one or more senses.
4. *Formulating questions*: seeking new information through inquiry.

Remembering Skills—storing and retrieving information.

5. *Encoding*: storing information in long-term memory.
6. *Recalling*: retrieving information from long-term memory.

Organizing (4)—arranging information so it can be used effectively.

7. *Comparing*: noting similarities and differences between or among entities.
8. *Classifying*: grouping and labeling entities on the basis of their attributes.
9. *Ordering*: sequencing entities according to a given criteria.
10. *Representing*: changing the form but not the substance of information.

Applying (5)—demonstrating prior knowledge within a new situation. The task is to bring together the appropriate information, generalizations or principles that are required to solve a problem.

Analyzing (6)—clarifying existing information by examining parts and relationships.

11. *Identifying attributes and components*: determining characteristics or parts of something.
12. *Identifying relationships and patterns*: recognizing ways in which elements are related.
13. *Identifying main idea*: identifying the central element; for example, the hierarchy of key ideas in a message or line of reasoning.
14. *Identifying errors*: recognizing logical fallacies and other mistakes and, where possible, correcting them.

Generating (7)—producing new information, meaning, or ideas.

15. *Inferring*: going beyond available information to identify what reasonably may be true.
16. *Predicting*: anticipating next events, or the outcome of a situation.
17. *Elaborating*: explaining by adding details, examples, or other relevant information.

Integrating (8)—connecting and combining information.

18. *Summarizing*: combining information efficiently into a cohesive statement.
19. *Restructuring*: changing existing knowledge structures to incorporate new information.

Evaluating (9)—assessing the reasonableness and quality of ideas.

20. *Establishing criteria*: setting standards for making judgements.
21. *Verifying*: confirming the accuracy of claims.

"Secure for Local Use" Form—Item Information

The following pages describe the items on each "Secure for Local Use" form of the North Carolina End-of-Course Tests—Algebra I, English I, and US History.

For each item on a "Secure for Local Use" test form, the following information is provided:

- Curriculum goal and objective from the North Carolina *Standard Course of Study*.
- Thinking skill. The thinking skill associated with each item is based on review by teachers and other educators. Many items require the use of several thinking skills to determine the correct answer—the thinking skill listed is the predominate one.
- Correct answer.
- P-value (1998). The p-value of an item is the percentage of students who correctly responded to the item during the 1998 administration of the test.

Following the page containing the descriptive information about the items on the test form is the complete text of the goals and objectives from the North Carolina *Standard Course of Study* for Mathematics (Algebra I), English Language Arts (English I), and Social Studies (US History).

The following table of contents indicates which page each course starts on.

Algebra I—Form S	10
English I—Form M	15
US History—Form P	17

Algebra I—Form S

Question Number	Obj	Thinking Skill	Correct Answer	P-value (1998)	Question Number	Obj	Thinking Skill	Correct Answer	P-value (1998)
1	1.4	Knowledge	D		42	7.08	Applying	B	
2	3.01	Applying	C		43	7.09	Applying	A	
3	3.02	Applying	A		44	7.10	Applying	B	
4	3.03	Applying	D		45	7.11	Applying	B	
5	3.04	Applying	A		46	8.1	Applying	C	
6	3.05	Applying	D		47	9.01	Analyzing	D	
7	3.06	Applying	A		48	9.03	Applying	A	
8	3.07	Analyzing	C		49	9.04	Applying	C	
9	3.09	Applying	D		50	9.07	Applying	C	
10	3.11	Applying	A		51	9.08	Applying	C	
11	3.12	Applying	A		52	1.1	Applying	B	
12	3.14	Analyzing	A		53	1.2	Analyzing	C	
13	4.02	Knowledge	D		54	1.3	Generating	B	
14	4.04	Knowledge	D		55	2.01	Applying	C	
15	4.05	Analyzing	A		56	2.02	Knowledge	C	
16	4.06	Analyzing	A		57	2.03	Applying	C	
17	4.07	Analyzing	C		58	2.04	Applying	A	
18	4.08	Integrating	C		59	2.05	Knowledge	C	
19	4.10	Analyzing	D		60	2.06	Organizing	A	
20	5.01	Analyzing	C		61	2.07	Knowledge	C	
21	5.02	Applying	B		62	2.08	Applying	B	
22	5.03	Analyzing	B		63	2.09	Applying	A	
23	5.04	Knowledge	D		64	2.10	Evaluating	C	
24	5.05	Applying	A		65	3.08	Integrating	D	
25	5.06	Analyzing	C		66	3.13	Integrating	A	
26	5.07	Applying	B		67	4.01	Analyzing	C	
27	5.08	Applying	A		68	4.03	Analyzing	B	
28	5.09	Analyzing	C		69	4.09	Analyzing	B	
29	5.11	Analyzing	B		70	5.10	Applying	D	
30	6.1	Analyzing	A		71	6.7	Integrating	D	
31	6.2	Analyzing	A		72	6.7	Evaluating	A	
32	6.4	Applying	B		73	8.2	Applying	C	
33	6.5	Applying	D		74	8.3	Integrating	C	
34	6.6	Applying	D		75	8.4	Integrating	C	
35	7.01	Applying	B		76	9.02	Analyzing	A	
36	7.02	Applying	B		77	9.05	Organizing	B	
37	7.03	Applying	D		78	9.06	Integrating	B	
38	7.04	Applying	B		79	9.09	Integrating	B	
39	7.05	Applying	D		80	9.10	Integrating	D	
40	7.07	Applying	D		81	9.11	Applying	D	
41	7.07	Applying	A						

Goal/ Objective	Description of Goal/Objective
1.0	The learner will use the language of Algebra.
1.1 (c)	Evaluate algebraic expressions.
1.2 (c)	Use formulas to solve problems.
1.3 (c)	Translate word phrases and sentences into expressions and equations and vice versa.
1.4	Use the associative, commutative and distributive properties.
2.0	The learner will perform operations with real numbers.
2.1 (c)	Simplify real number expressions with and without a calculator.
2.2 (c)	Determine the additive or multiplicative inverse of a number.
2.3 (c)	Evaluate to determine the absolute value of expressions.
2.4 (c)	Raise a real number to an indicated power.
2.5 (c)	Write numbers in scientific notation and use this notation with the calculator.
2.6 (c)	Distinguish between rational and irrational numbers.
2.7 (c)	Find approximations for square roots with and without a calculator.
2.8 (c)	Simplify radical expressions.
2.9 (c)	Multiply two binomials which contain square roots.
2.10 (c)	Compare real number expressions.
3.0	The learner will solve equations and inequalities with one variable.
3.1	Solve a simple equation by using the addition property of equality and the idea of additive inverse.
3.2	Solve a simple equation by using the multiplication property of equality and the idea of multiplicative inverse.
3.3	Solve an equation graphically and by using more than one property of equality.
3.4	Solve an equation which contains similar terms.
3.5	Solve an equation which has the variable in both members.
3.6	Solve an equation in which the numerical coefficient is a fraction.
3.7	Solve a formula for one of its variables or find the value of a variable when values of the other variables are given.
3.8 (c)	Use problem solving skills to solve real world, and "word" problems which involve a linear equation or a formula.
3.9	Solve a simple equation involving absolute value.
3.10	Solve a simple equation containing a radical.
3.11	Find the solution set for a linear inequality when replacement values are given for the variables.

Goal/ Objective	Description of Goal/Objective
3.12 3.13 (c) 3.14	Solve a linear inequality by using transformations. Use inequalities to solve problems. Find the solutions set of combined inequalities.
4.0	The learner will demonstrate an elementary understanding of relations and functions.
4.1 (c) 4.2	Graph and locate sets of real numbers on a number line. Graph ordered pairs of numbers on the coordinate plane and interpret information related to these sets of points.
4.3 (c) 4.4 4.5 4.6 4.7 4.8 4.9 (c) 4.10	Find the distance between two points on a number line. Graph a relation on the coordinate plane. Distinguish between a relation and a function. Graph a relation given an equation and domain. Sketch a reasonable graph for a given relationship. Interpret a graph in a real-world setting. Use a computer or graphing calculator to explore the graphs of functions. Compare ordered pairs to the line $y = x$ and interpret the results.
5.0	The learner will graph and use linear equations and inequalities.
5.1 5.2 5.3 5.4 5.5 5.6 5.7 5.8 5.9 5.10 (c) 5.11	Determine if data are behaving in a linear fashion. Find the solution set of open sentences in two variables when given replacement sets for the variables. Graph a linear equation in two variables. Graph a line given its slope and y -intercept. Find the slope of a nonvertical line given the graph of a line or an equation of the line or two points on the line. Describe the slope in a real world linear relationship using real world terms. Write the slope-intercept form of an equation of a line. Write the equation of a line given the slope and one point on the line, or two points on the line. Write the equation of a line which models a set of real data. Use the line which models real data to make predictions. Graph a linear inequality in two variables.

Goal/ Objective	Description of Goal/Objective
6.0	The learner will graph and solve systems of linear equations and inequalities.
6.1	Use a graph to find the solution of a pair of linear equations in two variables.
6.2	Graph the solution set of a system of linear inequalities in two variables.
6.3 (c)	Use a computer or graphics calculator to solve systems of linear equations.
6.4	Use the substitution method to find the solution of a pair of linear equations in two variables.
6.5	Use the addition or subtraction method to find the solution of a pair of linear equations in two variables.
6.6	Use multiplication with the addition or subtraction method to solve systems of linear equations.
6.7 (c)	Use systems of linear equations to solve problems.
7.0	The learner will perform operations with polynomials.
7.1	Add and subtract polynomials.
7.2	Multiply monomials.
7.3	Find an indicated power of a monomial.
7.4	Multiply a polynomial by a monomial.
7.5	Find the product of two binomials.
7.6	Multiply two polynomials.
7.7	Divide two monomials.
7.8	Divide a polynomial by a monomial.
7.9	Find a common monomial factor in a polynomial.
7.10	Factor the difference of two squares.
7.11	Factor a simple quadratic trinomial.
8.0	The learner will work with ratios, proportions, and percents.
8.1	Simplify ratios involving algebraic expressions.
8.2 (c)	Solve proportions.
8.3 (c)	Use ratios and proportions to solve problems.
8.4 (c)	Solve problems involving percents.

Algebra I

Goal/ Objective	Description of Goal/Objective
9.0	The learner will explore, graph and interpret nonlinear equations.
9.1	Graph a quadratic equation.
9.2 (c)	Use an automatic grapher to find the solution to a quadratic equation.
9.3	Solve a quadratic equation when one member is in factored form and the other member is zero.
9.4	Solve a second degree equation by factoring.
9.5 (c)	Use an automatic grapher to relate the solutions of quadratic equations and the x -intercepts.
9.6 (c)	Understand that the vertex provides the maximum or minimum value of the function.
9.7	Solve a quadratic equation in which a perfect square equals a constant.
9.8	Solve a quadratic equation by using the quadratic formula.
9.9 (c)	Use quadratic equations to solve problems.
9.10 (c)	Determine if a set of data represents an exponential function.
9.11 (c)	Use formulas, calculators and automatic graphers to explore and solve problems involving exponentials.

Question Number	Obj	Thinking Skill	Correct Answer	P-value (1998)	Question Number	Obj	Thinking Skill	Correct Answer	P-value (1998)
1	1.0	Knowledge	C		37	2.2	Organizing	D	
2	1.0	Analyzing	B		38	2.2	Generating	A	
3	1.0	Analyzing	A		39	2.2	Evaluating	D	
4	1.0	Analyzing	C		40	3.3	Evaluating	C	
5	1.0	Analyzing	C		41	2.2	Analyzing	D	
6	1.0	Analyzing	D		42	2.2	Analyzing	C	
7	1.0	Knowledge	C		43	2.2	Organizing	A	
8	1.0	Analyzing	A		44	3.3	Generating	D	
9	1.0	Analyzing	B		45	2.2	Generating	B	
10	1.0	Analyzing	C		46	2.2	Analyzing	A	
11	1.0	Analyzing	D		47	2.2	Organizing	B	
12	1.0	Knowledge	A		48	2.2	Analyzing	D	
13	1.0	Analyzing	A		49	2.3	Evaluating	B	
14	1.0	Analyzing	C		50	3.3	Analyzing	C	
15	1.0	Analyzing	B		51	2.2	Organizing	A	
16	1.0	Analyzing	B		52	3.2	Evaluating	B	
17	1.0	Analyzing	B		53	3.3	Organizing	D	
18	1.0	Analyzing	B		54	2.2	Organizing	C	
19	1.0	Analyzing	D		55	3.2	Evaluating	A	
20	1.0	Analyzing	A		56	2.2	Evaluating	B	
21	1.0	Analyzing	C		57	1.0	Integrating	D	
22	1.0	Analyzing	A		58	3.3	Analyzing	C	
23	1.0	Knowledge	A		59	2.2	Organizing	B	
24	1.0	Analyzing	B		60	3.3	Evaluating	A	
25	1.0	Analyzing	B		61	2.2	Organizing	B	
26	1.0	Knowledge	D		62	3.3	Organizing	D	
27	1.0	Analyzing	C		63	2.2	Evaluating	B	
28	1.0	Analyzing	C		64	2.3	Generating	A	
29	1.0	Analyzing	C		65	3.3	Evaluating	D	
30	1.0	Knowledge	D		66	2.2	Analyzing	C	
31	2.2	Organizing	C		67	2.2	Generating	A	
32	3.3	Evaluating	D		68	3.3	Generating	D	
33	3.3	Evaluating	D		69	2.2	Analyzing	A	
34	3.3	Evaluating	D		70	2.2	Evaluating	A	
35	3.3	Evaluating	D		71	2.2	Analyzing	B	
36	2.2	Organizing	B		72	2.2	Organizing	C	

Goal/ Objective	Description of Goal/Objective
1.0	The learner will use strategies and processes that enhance control of communication skills development.
1.1	The learner will apply preparation strategies to comprehend or convey experiences and information.
1.2	The learner will apply engagement strategies to comprehend or convey experiences and information.
1.3	The learner will apply response strategies to comprehend or convey experiences and information.
2.0	The learner will use language for the acquisition, interpretation, and application of information.
2.1	The learner will identify, collect, or select information and ideas.
2.2	The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations.
2.3	The learner will apply, extend, and expand on information and concepts.
3.0	The learner will use language for critical analysis and evaluation.
3.1	The learner will assess the validity and accuracy of information and ideas.
3.2	The learner will determine the value of information and ideas.
3.3	The learner will develop criteria and evaluate the quality, relevance, and importance of the information and ideas.
4.0	The learner will use language for aesthetic and personal response.
4.1	The learner will respond to personal situations and events in selections and to personal situations and events.
4.2	The learner will respond to the personal, social, cultural, and historical significance of selections or personal experiences.
4.3	The learner will respond critically and creatively to selections or personal experiences.

Question Number	Obj	Thinking Skill	Correct Answer	P-value (1998)	Question Number	Obj	Thinking Skill	Correct Answer	P-value (1998)
1	3.3	Applying	B		26	4.1	Analyzing	C	
2	1.2	Knowledge	B		27	4.2	Applying	A	
3	1.1	Knowledge	A		28	4.4	Generating	D	
4	1.3	Analyzing	C		29	4.4	Evaluating	B	
5	1.4	Applying	A		30	4.5	Knowledge	D	
6	1.4	Organizing	C		31	4.5	Evaluating	D	
7	1.5	Analyzing	C		32	5.1	Analyzing	A	
8	1.5	Evaluating	C		33	5.2	Organizing	D	
9	2.1	Integrating	A		34	5.3	Analyzing	B	
10	2.1	Analyzing	C		35	5.1	Evaluating	C	
11	3.1	Analyzing	B		36	5.3	Generating	C	
12	2.2	Integrating	C		37	5.4	Knowledge	D	
13	2.2	Analyzing	C		38	5.4	Knowledge	B	
14	2.3	Analyzing	D		39	6.1	Analyzing	B	
15	2.4	Generating	A		40	6.6	Integrating	D	
16	2.5	Knowledge	C		41	6.2	Evaluating	B	
17	2.5	Evaluating	B		42	6.3	Analyzing	D	
18	3.4	Analyzing	A		43	7.1	Integrating	A	
19	3.2	Analyzing	C		44	7.1	Knowledge	A	
20	3.5	Evaluating	D		45	7.1	Knowledge	A	
21	3.6	Integrating	B		46	6.4	Knowledge	B	
22	4.3	Generating	D		47	6.5	Knowledge	A	
23	4.1	Organizing	D		48	7.2	Generating	C	
24	4.3	Knowledge	B		49	7.2	Generating	B	
25	4.2	Analyzing	C		50	7.2	Organizing	C	

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Question Number	Obj	Thinking Skill	Correct Answer	P-value (1998)	Question Number	Obj	Thinking Skill	Correct Answer	P-value (1998)
51	7.3	Evaluating	A		76	10.1	Knowledge	C	
52	7.3	Generating	D		77	12.4	Analyzing	A	
53	7.3	Analyzing	D		78	11.4	Evaluating	B	
54	8.3	Analyzing	B		79	11.4	Generating	B	
55	8.2	Analyzing	C		80	11.2	Analyzing	B	
56	8.3	Generating	D		81	10.3	Integrating	D	
57	8.2	Generating	A		82	11.3	Analyzing	C	
58	8.1	Analyzing	B		83	11.2	Analyzing	C	
59	8.1	Analyzing	A		84	11.3	Knowledge	A	
60	7.3	Knowledge	D		85	11.3	Integrating	C	
61	8.4	Analyzing	D		86	12.2	Evaluating	D	
62	8.2	Evaluating	A		87	11.3	Analyzing	A	
63	9.1	Analyzing	A		88	10.2	Evaluating	C	
64	9.2	Integrating	A		89	10.5	Evaluating	C	
65	9.1	Organizing	D		90	10.4	Evaluating	B	
66	9.2	Generating	C		91	11.1	Organizing	C	
67	9.2	Organizing	B		92	12.2	Knowledge	B	
68	9.4	Analyzing	A		93	12.4	Analyzing	B	
69	9.3	Analyzing	D		94	10.1	Generating	A	
70	9.4	Evaluating	B		95	10.1	Knowledge	D	
71	9.3	Knowledge	D		96	11.1	Analyzing	A	
72	9.4	Applying	B		97	12.1	Analyzing	D	
73	12.3	Knowledge	A		98	12.1	Analyzing	A	
74	12.3	Evaluating	C		99	10.5	Analyzing	B	
75	10.2	Evaluating	B		100	10.5	Integrating	C	

Goal/ Objective	Description of Goal/Objective
1.0	The learner will analyze those elements in the American colonial experience that led to separation from England.
1.1	Describe how geographic diversity influenced economic, social, and political life in colonial North America.
1.2	Describe the contributions of various racial, ethnic, and religious groups including African Americans and Native Americans to the development of a new culture.
1.3	Elaborate on the sources of American nationalism.
1.4	Distinguish between immediate and long-term causes of the American Revolution.
1.5	Assess the importance of military engagements, personalities, and geopolitical factors in the defeat of the British.
2.0	The learner will apply ideas of self-government as expressed in America's founding documents.
2.1	Trace the development of concepts of self-government in British North America from the Mayflower Compact to the Declaration of Independence.
2.2	Associate ideas in the founding documents with their European origins.
2.3	Analyze the Declaration of Independence and the Constitution of the United States as expressions of self-government.
2.4	Evaluate the arguments of the Federalist and the Antifederalist papers as expressions of differing theories about self-government.
2.5	Judge the extent to which the Bill of Rights extended the Constitution.
3.0	The learner will judge the effectiveness of the institutions of the new nation in completing its independence. (1781-1815)
3.1	Identify major domestic problems of the nation under the Articles of Confederation and judge the extent to which they were resolved by the new Constitution.
3.2	Judge the extent to which the institutions of the new nation protected the liberties of all its inhabitants.
3.3	Trace the development of religious liberty and toleration in the new nation.
3.4	Analyze the effects of territorial expansion and the admission of new states to the Union.
3.5	Assess commercial and diplomatic relationships with Britain, France, and other nations.
3.6	Evaluate the extent to which the United States was "a nation at risk" until 1815.

Goal/ Objective	Description of Goal/Objective
4.0	The learner will assess the contending forces of nationalism and sectionalism in the period 1815 - 1850.
4.1	Map westward expansion and make inferences about its importance to African Americans and Native Americans.
4.2	Analyze economic developments and judge their effects on nationalism and sectionalism.
4.3	Assess political events and personalities in terms of their influence on nationalistic or sectional trends.
4.4	Analyze literary and artistic movements of the period as contributors to nationalism and sectionalism.
4.5	Evaluate the role of religion in the debate over slavery and in other social movements and changes of the period.
5.0	The learner will evaluate the Civil War and Reconstruction as an affirmation of the power of the national government.
5.1	Elaborate on economic, social, and political conditions in the decade preceding the Civil War.
5.2	Analyze long-term and immediate causes of the war and assess the extent to which slavery was the primary cause of the conflict.
5.3	Trace important military and political events of the war period, and judge their significance to the outcome of the conflict.
5.4	Judge immediate and long-term effects of Reconstruction on the daily lives of people as well as on the politics and economy of the former Confederate states.
6.0	The learner will interpret economic, social, and political trends of the late nineteenth and early twentieth centuries.
6.1	Describe innovations in technology and business practices and assess their impact on the economy.
6.2	Make inferences about the influence of immigration and rapid industrialization on urban life.
6.3	Trace the development of labor unions and judge their effects on economic arrangements and the lives of working people.
6.4	Evaluate the effects of racial segregation on various regions and segments of American society.
6.5	Trace the rise and decline of Populism and Progressivism and judge their effectiveness as economic, social, and political movements.
6.6	Analyze the influence of growing religious pluralism on American society.

Goal/ Objective	Description of Goal/Objective
7.0	The learner will analyze the causes and effects of United States involvement in international affairs.
7.1	Trace the emergence of the United States as an increasingly significant international power in the late 19th and early 20th centuries.
7.2	Analyze the causes of United States involvement in World War I, and assess the effects of the war on the United States and other nations.
7.3	Assess the significance of the war experience on United States foreign and domestic policies of the 1920's and 1930's.
8.0	The learner will appraise the economic, social, and political changes of the decades of the 'Twenties and 'Thirties.
8.1	Elaborate on the cycle of economic boom and bust in the 'twenties and 'thirties and analyze the extent of "prosperity" for different segments of society.
8.2	Make inferences about social, intellectual, and technological change based on an analysis of lifestyles of the period.
8.3	Describe challenges to tradition in religion, race, and gender during the period.
8.4	Assess the impact of New Deal reforms in enlarging the role of the federal government in American life.
9.0	The learner will analyze and evaluate the significance of causes, events, and effects of the World War II Era.
9.1	Investigate reasons for the expansion of totalitarian governments during the period.
9.2	Trace the course of events that resulted in a new outbreak of worldwide war and analyze the role of the United States in those events.
9.3	Identify major campaigns and personalities from the World War II era, and assess their importance to the conduct of the war.
9.4	Describe and analyze the effects of the war on American economic, social, and political life.

Goal/ Objective	Description of Goal/Objective
10.0	The learner will trace economic and social developments and assess their significance for the lives of Americans in the last half century.
10.1	Identify technical innovations that have significantly affected American life and judge the importance of their influence on our behavior.
10.2	Elaborate on the suburbanization of American society and make inferences about its importance to our economic and social institutions.
10.3	Trace major events of the Civil Rights Movement and evaluate the impact of the movement on institutions and the lives of citizens.
10.4	Assess the importance of growing religious pluralism and racial and ethnic diversity in American society.
10.5	Analyze the course of the United States economy in the last half century.
11.0	The learner will analyze changes in American political life in the last half-century.
11.1	Trace changes in political party alignment and voter behavior.
11.2	Analyze changing relationships between states and the federal government as the role of the federal government continued to expand.
11.3	Analyze relationships and actions of the three branches of the federal government in terms of their influence on the lives of citizens.
11.4	Assess the influence of phenomena such as television on the conduct of American politics.
12.0	The learner will evaluate the conduct of United States foreign policy over the last half-century.
12.1	Trace the course of the "cold war" and judge its impact on American society.
12.2	Elaborate on changes in the direction of foreign policy toward various world areas over the period.
12.3	Examine the role of organizations established to maintain peace and judge their continuing effectiveness.
12.4	Identify causes of United States involvement in foreign wars since World War II and judge the influence of our involvement on American society.